

Make ‘n Take

Name of Make ‘n Take: **Impact of the Indian Act of 1876 on First Nations People**
Theme & Topic: **The Indian Act of 1876 was Not Part of Treaty – The Indian Act of 1876**
Names of Teachers: Stacey Gherasim and Donna Banks
Name of School: Sacred Heart Community School, Regina Catholic Schools
Grade: Four
Date: April 7, 2009

Procedure:

1. Begin by reading aloud “A Promise is a Promise” by Robert Munsch. Discuss promises. Get examples from students on when a promise has been broken.
2. Introduce treaties of Saskatchewan (#s 4, 5, 6, 8, & 10). Show map of Saskatchewan and where treaties were signed and reserve land (on-line) Treaty Partners – Cree, Déne, Saulteaux, Nakota, the Crown, and the Creator. “As long as the grass grows, the sun shines and the river flows.”
3. Use “classroom guidelines” as an example of a treaty relationship – benefits to staff and students. Make list on chart paper.
4. Fill in “Benefits of Treaty” as a class. Go through each benefit and discuss.
5. Teacher introduces “new” classroom guidelines that disregard all of the old ones without students’ knowledge or participation in process. Discuss feelings and reactions to this. (Model of BNA of 1867)
6. Show Duncan Campbell Scott quote (Teaching Treaties in the Classroom Resource Guide – Grade Four, p. 20) on overhead. How do you feel? What is your reaction?

7. Introduce Indian Act of 1876. First Nations people became wards of the state. Show copy of Indian Act.
8. Model Indian Act – teacher acts as Indian Agent; split class into First Nations and Non First Nations; put tape on floor for reserve land and homesteads – give out passes and permits as an Indian Agent; model for half day to one full day.
9. Read “Passes and Permits” from *And They Told us Their Stories* found in the Office of the Treaty Commissioner’s Treaty Resource Kit. Students complete a written response to the modeled activity and to the reading.